**Documented Literary Analysis**

Why do you need to write a documented literary analysis? Researching increases your understanding of a topic and allows you to read what several sources say about it. Research papers will not end in high school; you will continue to use research skills throughout college and beyond. For this class, you will research the choice novel or play that you are currently reading.

**Procedures**

**Step 1:** Decide on the specific thesis (due at the end of the block during the library visit).

**Step 2:** Research your thesis statement by using at least three sources, which must be cited in the paper. You do not have to make source and note cards, but **you must have a system of note-taking that will ensure correct documentation and that will avoid plagiarism**. EasyBib.com is a great resource.

**Step 3:** Create a rough outline of how your paper will be organized. Refer to your textbook, p. 542-549) or see Mrs. Maliniak for a copy off *The* *Little, Brown Handbook*, pages 692-693. (This book is available for use during class.)

**Step 4:** Write the paper using the guidelines in your book or on pages 674-679 and 695-696 of *LBH*. Remember the following:

* Introduction – include an attention grabber, background information, and thesis.
* Body – organize different elements of the paper in separate paragraphs, including summaries, paraphrases, and quotations from the research **as well as your own commentary**.
* Conclusion - end with revelations that you have drawn from your analysis and the research, making your position clear.
* Documentation/Works Cited – very important! (See *LBH*, pages 700-739.)

**Step 5:** Carefully revise your paper, considering composing, written expression, and mechanics. (See *LBH*, pages 697-698.)

**Step 6:**  For the final draft, follow the guidelines on p. 549 of your textbook or *LBH*, pages 698-699. (Your paper should be between 3 and 5 pages and written in MLA format.) For tips on MLA format, please visit <http://owl.english.purdue.edu/owl/resource/747/01/>.

**Due Dates:** Thesis statement: 4/19

Notes (homework/classwork grade): 4/25

Outline: 4/27

Rough Draft: 5/1

Final Draft and research notes: 5/7 – The paper will receive a late grade if it is not submitted at the beginning of class on the due date. If you are absent, find a way to send it in.

**Assessment:** VariousHomework/Classwork Grades

Paper (composing, written expression, mechanics)

Research (notes; summary, paraphrasing, quotations; documentation, Works Cited)

**(Plagiarism will result in two “0”s.)**

**Tentative Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| (B) | 4/17 (A)  Research Overview  4A: Poetry slam | (B) | 4/19 (A)  Library  Due today: Thesis | (B) |
| 4/23 (A)  Continue research in classroom  HW: notes due 4/25; outline due 4/27 | (B) | 4/25 (A)  Due: notes  Writing Instruction  Outlines (due next class) | (B) | 4/27 (A)  Due: Outline  Writing Instruction  Research/ Writing |
| 4/30 (B) | 5/1 (A)  Due: draft  Peer edit and revise | (B) | 5/3 (A)  Continue instruction  HW: final draft due Monday | (B) |
| 5/7 (A)  Due: Research Paper | (B) | 5/9 (A) |  | 5/11 (A) |